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AUTHOR	Irvine, Jacqueline Jordan; York, Darlene Eleanor
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ABSTRACT

The concept of learning styles is based on the theory that an individual responds to educational experiences with consistent behavior and performance patterns. The complexity of the construct, the psychometric problems related to its measurement, and the enigmatic relationship between culture and the teaching and learning process means that the body of research on learning styles must be interpreted and applied carefully. Analyses presented in this paper suggest that the widespread conclusions in the literature that African American, Hispanic American, and Indian students are field-dependent learners who prosper academically when taught with field-dependent teaching strategies are premature and conjectural. Research does not support the supposition that members of a particular ethnic group have the same learning style. The body of research does have implications for enhancing the academic achievement of culturally diverse students by reminding teachers to be alert to individual students' learning styles as well as their own actions and methods in reference to their students' cultural experiences and preferred learning environments. (Contains 102 references.) (SLD)

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